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**Investigating the Communicativeness of Teacher-learner Interaction by  
Focusing on Teacher Talk in a Turkish University English Preparatory  
Classroom Context in North Cyprus.**

Pervin Coşan, *Middle East Technical University Northern Cyprus Campus*

This paper reports a study on the nature of the interaction between the learners and the teachers with close reference to teacher talk in a Turkish University classroom context in North Cyprus specifically at Middle East Technical University Northern Cyprus Campus. It attempts to investigate the extent to which the interaction in the classroom is genuine, and whether teachers initiate student interaction and participation in the lessons by modifying their own talk. In fact, this is a well-discussed and still an increasingly developed area of interest for many scholars but is a relatively unsearched area for the Turkish Cypriot context. Consequently, the results of this research are in all respects significant to understand the present situation and promote future research. It is a small scale research conducted with two teachers and their English classes.

The study employed both qualitative and quantitative data collection tools including in-class observations, voice-recordings and questionnaires, the results of which revealed both classes to be highly teacher-centred with very little interaction and a high percentage of non-communicative features of teacher talk. These features included an excessive number of display questions, frequent feedback on accuracy, correcting language errors immediately after they occur, insufficient wait time for

learner response, and excessive teacher talking time. The results suggest that English language teachers (ELTs) in North Cyprus still value traditional teaching methods.

Based on these findings, some implications such as encouraging more learner participation by asking more referential questions to learners, giving feedback on the content, encouraging self-correction besides improving teacher wait time and the quality of teacher talk are suggested in order to have a more communicative teaching and learning environment in the ELT classrooms.